The Ottoman empire stretched over six centuries and three continents. This lecture course pays special attention to its Mediterranean history from the sixteenth century to the First World War. Each lecture is structured around a single person, place, or thing that illustrates one dimension of the complex history of the empire. Over the weeks, we will touch again and again on themes that unite this diverse picture, including bureaucracy, reform, the importance of land tenure systems, center-periphery relations, sectarianism, and the world economic system. Students will a) develop a sense of many representative facets of the Ottoman empire’s long, broad history, b) be guided to compose a general picture based on particular examples, and c) be encouraged to reflect on the broader meaning of empire in light of the Ottoman example.

**Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Initial quiz</td>
<td>Tuesday, January 11</td>
<td>5%</td>
</tr>
<tr>
<td>Symposium report (Feb 11)</td>
<td>Tuesday, February 15</td>
<td>10%</td>
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<tr>
<td>Midterm exam</td>
<td>Thursday, March 3</td>
<td>15%</td>
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<tr>
<td>Document report</td>
<td>Thursday, March 31</td>
<td>20%</td>
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<tr>
<td>Final exam (or essay)</td>
<td>Tuesday, April 27, 10-12</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>Ongoing</td>
<td>10%</td>
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**Symposium report**

On Friday, February 11, FSU’s Middle East Center is holding a Symposium on Turkey. Please attend the morning session, and write a summary and reaction (maximum 500 words).

**Exams**

The midterm will consist of short answer questions about the readings (1/3 of your grade) and two essay questions, chosen from a list of six (2/3 of your grade). The final exam will also be a combination of short answer and essay questions. For the midterm and final exams, you can bring a single sheet of notes with you.
Document report
I will provide you with a copy of a set of archival documents from Ottoman history. Please summarize the story these documents tell and analyze that story in the context of the lectures (maximum 1000 words).

Final essay option
In lieu of the final exam, you can write a research paper (maximum 2500 words) on a topic of interest to you. If you choose this option, please discuss this with me by Thursday, March 31. The paper is due at 10 am on Tuesday, April 27.

Attendance, and participation
You will lose one percent of your grade for every unexcused absence. Perfect attendance without participation in discussions is worth 8/10.

Grade scale
Please read "Grading Practices" on the last page of this syllabus.

Readings
The required text for this class is
- Donald Quataert, *The Ottoman Empire, 1700-1922* (New York: Cambridge University Press, 2000)

This book is available for purchase at the bookstore, and a copy is on reserve at Strozier. Additional readings are posted on Blackboard. Please complete all readings before class.

Schedule
This schedule is subject to change. The syllabus posted on Blackboard will be updated to reflect changes, and it is the schedule of record.

Tu Jan 4  Introduction

Th Jan 6  A very fast survey of Ottoman history
Readings:  (26 pp.)
- Quataert, Ch. 1, “Why study Ottoman history?” 1-12.

Tu Jan 11  Algiers, 1550
Readings:  (60 pp.)
- Quataert, Chs. 2-4, “The Ottoman empire from its origins until 1683,” “The Ottoman empire, 1683-1798,” “The nineteenth century,” 13-73.

Quiz on maps, vocab, and Ottoman history

Th Jan 13  Mustafa Ali (1541-1600)
Readings:  (38 pp.)
- Quataert, Ch. 6, “Ottoman methods of rule,” 89-109.
Tu Jan 18    Wheat
Readings: (25 pp.)

Th Jan 20    Sailors
Readings: (41 pp.)

Tu Jan 25    Aleppo, 1650
Readings: (52 pp.)
- Dina Khoury, "The Ottoman centre vs. provincial power holders," CHT3, 135-156.

Tu Feb 1     Slaves
Readings: (57 pp.)
- Quataert, Ch. 7, “The Ottoman economy: population, transportation, trade, agriculture, and manufacturing,” 110-139.

Th Feb 3     Sufis
Readings: (33 pp.)
- Evliya Çelebi, In the Days of the Janissaries; Old Turkish Life as Depicted in the "Travel-Book" of Evliya Çelebi (London: Hutchinson, 1951), 157-73.

Tu Feb 8     Istanbul, 1700
Readings: (44 pp.)
- Edhem Eldem, "Istanbul: from imperial to peripheralized capital," in Edhem Eldem, Daniel Goffman, and Bruce Alan Masters, The Ottoman City Between East and West: Aleppo, Izmir, and Istanbul (Cambridge
University Press, 1999), 135-79.

Th Feb 10  **Beshir Agha (ca. 1657-1746)**

*Readings: (15 pp.)*


Fr Feb 11  **Turkey Symposium**

Tu Feb 15  **Tulips**

*Readings: (34 pp.)*

- James Grehan, “Smoking and "Early Modern" Sociability: The Great Tobacco Debate in the Ottoman Middle East (Seventeenth to Eighteenth Centuries),” *The American Historical Review* 111, no. 5 (December 2006), 1352-77 [Link](#).

Th Feb 17  **Janissaries**

*Readings: (21 pp.)*


Tu Feb 22  **Alexandria, 1775**

*Readings: (27 pp.)*


Th Feb 24  **Ahmad Resmi Effendi (1700-1783)**

*Readings: (53 pp.)*

- Virginia Aksan, "War and peace," CHT3, 81-117.

Tu Mar 1  **Review session**

Th Mar 3  **Midterm Exam**
Tu Mar 15  Olive Oil
Readings: (50 pp.)

Th Mar 17  Guilds
Readings: (48 pp.)
- Quataert, Ch. 8, “Ottoman society and popular culture,” 140-71.

Tu Mar 22  Salónica, 1825
Readings: (44 pp.)
- "The Treaty of Balta Liman Gives the British Economic Advantages Within the Ottoman Empire, August 16, 1838," in AFK 48-51.

Th Mar 24  'Abd al-Qadir al-Jaza'iri (1808-1883)
Readings: (33 pp.)
- "Sultan Abdul Majid's Islahat Fermanı Reaffirms the Privileges and Immunities of Non-Muslim Communities in the Ottoman Empire, February 18, 1856," AFK 14-19.

Tu Mar 29  Textiles
Readings: (40 pp.)

Th Mar 31  Protégés
Readings: (30 pp.)
- Quataert, Ch. 9, “Inter-communal co-operation and conflict,” 172-91.
Tu Apr 5  **Beirut, 1875**  
Readings:  
(44 pp.)

Th Apr 7  **Ibrahim al-Muwaylihi (1844 - 1904)**  
Readings:  
(45 pp.)

Tu Apr 12  **Telegraphs & Photographs**  
Readings:  
(61 pp.)
- Sükrü Hanioglu, "The second constitutional period," CHT4, 62-111.

Th Apr 14  **Nomads**  
Readings:  
(47 pp.)
- "Tobacco Smuggling and the French Régie Monopoly in the Ottoman Empire, 1895 ," AFK 64-5.

Tu Apr 19  **Izmir, 1922**  
Readings:  
(34 pp.)

Th Apr 21  **Enver Pasha (1881-1922)**  
Readings:  
(40 pp.)
Policies

A. Students with disabilities covered by the Americans with Disabilities Act should follow these steps:
   1) Provide documentation of your disability to the Student Disability Resource Center.
   2) Bring a statement from the Student Disability Resource Center indicating that you have registered with them to your instructor the first week of class. The statement should indicate the special accommodations you require.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center, 97 Woodward Avenue, South, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167. Telephone: (850) 644-9566 (voice) (850) 644-8504 (TDD). Email: sdrc@admin.fsu.edu Website: http://www.disabilitycenter.fsu.edu/

B. Missed work: If you are unable to take an examination at the arranged time you must inform the instructor at the earliest possible date, and provide a reasonable excuse with whatever documentation might be necessary. The instructor will determine what constitutes documentation and a reasonable excuse. Make-up exams will be allowed at the discretion of the professor.

C. Late work loses ten percent per day.

D. Attendance: Attendance will be taken at each meeting, and every missed class is counted in the participation grade.

E. Cheating and plagiarism: All students are required to uphold the Academic Honor Code, which "is based on the premise that each student has the responsibility to: 1) Uphold the highest standards of academic integrity in the students own work, 2) Refuse to tolerate violations of academic integrity in the academic community, and 3) Foster a high sense of integrity and social responsibility on the part of the University Community." The Florida State University Academic Honor Policy (http://dof.fsu.edu/honorpolicy.htm) outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Read it.

   The penalty for a confirmed breach of the honor code, as outlined in the Student Handbook, will be either a "0" for the assignment or an "F" for the course, at the discretion of the instructor. Plagiarism will definitely receive the latter penalty. Additionally, for any breach, a letter will be sent to the Judicial Office of the University.

F. Laptops and cell phones: Turn them off and put them away before class. If you text during class, you will be asked to leave.
Grading Practices

Letters and Numbers

Papers and Exams
An A or A- paper or exam is one that is good enough to be read aloud in a class. It is clearly written and well-organized. It demonstrates that the writer has conducted a close and critical reading of texts, grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a perceptive, compelling, independent argument. The argument shows intellectual originality and creativity, is sensitive to historical context, is supported by a well-chosen variety of specific examples, and, in the case of a research paper, is built on a critical reading of primary material.

A B+ or B paper or exam demonstrates many aspects of A-level work but falls short of it in either the organization and clarity of its writing, the formulation and presentation of its argument, or the quality of research. Some papers or exams in this category are solid works containing flashes of insight into many of the issues raised in the course. Others give evidence of independent thought, but the argument is not presented clearly or convincingly. A B- paper or exam demonstrates a command of course or research material and understanding of historical context but provides a less than thorough defense of the writer’s independent argument because of weaknesses in writing, argument, organization, or use of evidence.

A C+, C, or C- paper or exam offers little more than a mere summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from frequent factual errors, unclear writing, poor organization, or inadequate primary research, or presents some combination of these problems.

Whereas the grading standards for written work between A and C- are concerned with the presentation of argument and evidence, a paper or exam that belongs to the D or F categories demonstrates inadequate command of course material. A D paper or exam demonstrates serious deficiencies or severe flaws in the student's command of course or research material. An F paper or exam demonstrates no competence in the course or research materials. It indicates a student’s neglect or lack of effort in the course.

Class and Seminar Participation
A student who receives an A for participation in discussion in seminars typically comes to every class with questions about the readings in mind. An 'A' discussant engages others about ideas, respects the opinions of others, and consistently elevates the level of discussion.

A student who receives a B for participation in discussion in seminars typically does not always come to class with questions about the readings in mind. A 'B' discussant waits passively for others to raise interesting issues. Some discussants in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.

A student who receives a C for discussion in seminars attends regularly but typically is an infrequent or unwilling participant in discussion.

A student who fails to attend seminars regularly and adequately prepared for discussion risks the grade of D or F.

Source: adapted from Princeton University "Department of History Grading Practices"